DOCUMENT RESUME

ED 394 690 PS 024 123

TITLE	Study Skills Begin at Home. Book 1: Preschool. Book 2: Kindergarten-Grade 3.
INSTITUTION	Ohio State Dept. of Education, Columbus.
SPONS AGENCY	North Central Regional Educational Lab., Oak Brook, IL.
PUB DATE	90
NOTE	41p.
AVAILABLE FROM	North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521-1480 ($19.95).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Early Childhood Education; *Habit Formation; Individual Development; Kindergarten; *Learning Activities; *Parent Participation; Preschool Children; Preschool Education; Primary Education; Reading Skills; *Study Skills

ABSTRACT

This set of materials consists of two booklets designed to assist parents in helping their children to study and learn appropriate studying skills, beginning at preschool and primary grade levels. Book 1 is designed for use at the preschool level and Book 2 is designed for use at the kindergarten to Grade 3 level. Each of these volumes contains tips for studying and guidelines for developing studying skills such as the ability to locate, organize and recall information; to adjust reading rate; to use formal studying methods; to use graphic aids; and to follow directions. In Book 1, additional information is given on recognizing the alphabet and numbers, learning about books, sorting information, establishing categories, sequencing information, and modelling appropriate behavior for study. In Book 2, additional information is given on alphabetizing, locating words and meanings in the dictionary, using tables of contents, using reference materials, developing appropriate library behaviors, and understanding book arrangement, determining essential and nonessential information in stories, and reading picture graphs, circle graphs, and pie graphs. (MOK)

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Study Skills Begin at Home

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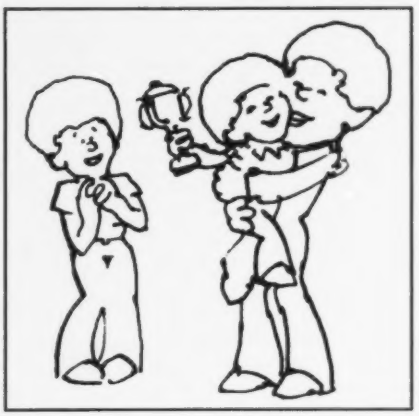

Book 1: Preschool

Ohio Department of Education
Columbus, Ohio
1990

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Study Skills Begin at Home

Parents and family can help children develop strong study skills at home. Children need guidance to learn how to study effectively at home. They need positive reinforcement as they gain independence in mastering various study skills. They also need consistent support as they establish their most effective method of study. Where do parents and family begin?

Help your child

- get enough sleep. Many young children need ten to twelve hours of sleep every night.
- keep a consistent sleep schedule. Children have difficulty adjusting to different bedtimes. Make bedtime consistent seven nights a week. This will also allow parents some private time with older children, with each other, or for themselves.
- have a good, healthy diet, including a good breakfast. If time is a problem, prepare as much as possible for breakfast the night before. Get out items such as the cereal box, bowl, and spoon so that morning time is saved.
- get up in time for school. The family stress level is increased when everyone is in a hurry, and especially if the children are not wide awake and well rested.
- select clothes for the next day at bedtime. Clothes selection robs valuable time and patience in the morning. Young children can select clothes from items preselected by a parent. "Would you like to wear the red shirt or the blue shirt?"
- get to school at the proper time. Children arriving at school too early may not be properly supervised. Children who arrive late may form a habit of tardiness that will persist for a lifetime.
- have a daily "reading time" or "school time." Preschool children as well as school-age children need to establish a quiet time to foster the study skills habit. Young children can quietly look at books, color pictures, or be read to. Young school-age children can read silently, practice spelling words or doing arithmetic, or read to others. Older children can complete homework, read quietly to themselves, or read to younger children.
- limit his or her television viewing. Help your child select a limited number of television programs to watch. Some parents have children "earn" the programs they watch. For example, "If you read [or do homework, or read to your little brother] for one hour, you may select one hour of television to watch." Other parents give tokens or tickets for a week's television viewing and allow the child to select his or her shows. When the tickets are gone, the television time has expired. This ticket process helps the child learn to plan ahead for special shows.

Habits such as being prompt, using leisure time wisely, and planning ahead will last a lifetime and *do* begin at home. *Today* is the day to begin building a strong foundation for study skills.

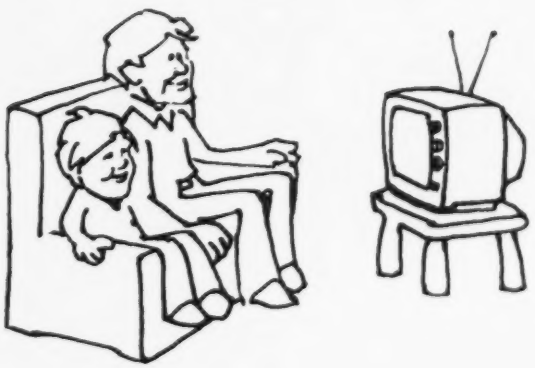
There are many other things that parents and family—or the person caring for children in working parents' absence—can do to help "set the stage" for success in school. Beyond the essentials of assuring that students arrive at school well rested, well fed, unstressed, and ready to learn, parents and family can teach children of various ages the following seven basic study skills:

- Locating information
- Organizing information
- Recalling information
- Adjusting reading rate
- Formalizing study methods
- Using graphic aids
- Following directions

The development of these skills can and does begin at home. The good news is that fostering these skills is not complicated. Certain simple tasks and games can teach these study skills and promote school readiness. Some very successful activity ideas appear under "Begin Preschool Study Skills at Home" in this manual.

What is important is that parents and families recognize their ability to positively influence their children's development, and that they encourage appropriate activities during the preschool years and throughout the students' school career. Students need a solid foundation to master the more difficult study skills tasks required of them as they get older.

Parents and families of preschoolers can do many tasks and games together to teach study skills, such as those described in this manual. However, these activities are to be used only if the child is interested and enjoys participating.



Study Skills Are Developmental

Study Skill Grade	Locating Information	Organizing Information	Recalling Information
Preschool	• recognizing the alphabet • recognizing numbers • learning about books	• sorting information into categories or groups • establishing categories or groups • sequencing information	• recalling or remembering ideas
K–3	• alphabetizing • locating words and meanings in the dictionary • using table of contents • exposure to reference materials • proper care of books • appropriate library behavior • general understanding of book arrangement	• sorting information into categories • establishing categories • sequencing information • determining essential and nonessential information in stories	• recognizing that different types of questions require different sources of information • using questions to help generate interest
4–8	• using book parts • extending dictionary skills • understanding book classifications • using special reference materials	• categorizing terms into superordinate, subordinate, and equal-status relationships • understanding paragraph patterns • locating the main idea • developing outlining, summarizing, and note-taking skills	• employing organized reading study strategies (SQ3R) • employing memory aids, e.g., association, imagery
9–12	• using various periodical indexes • knowing other book-classification systems • analyzing the reliability of information	• continued use of outlining, summarizing, and note-taking	• continued generation of questions prior to reading • continued employment of organized reading-study strategies

Study Skills: A Resource Book, produced in 1986 by the Ohio Department of Education, listed these K–12 study skills for teachers to plan their classroom instruction. The preschool study skills have now been added to this chart to help parents foster a firm foundation for study skills at home.

Adjusting Reading Rate	Formalizing Study Methods	Using Graphic Aids	Following Directions
• recognizing various types of books	• modeling appropriate behavior for study	• using pictures as an aid in understanding text	• following one-step and two-step oral directions
• exhibiting familiarity with various types of books • establishing purposes for reading	• recognizing ways to improve the study environment • modeling appropriate behavior for independent study	• using pictures as an aid in understanding text • reading picture graphs, circle graphs, and pie graphs	• following one-step and two-step oral directions • following one-step and two-step written directions
• demonstrating the ability to vary rate with purpose • using skimming and scanning techniques	• employing techniques for improving concentration • using a form of scheduling to manage time • establishing appropriate study techniques for exams	• reading and interpreting tables, charts, and bar and line graphs • reading and interpreting maps and diagrams • reading and interpreting time lines	• following three-step oral directions • following three-step written directions • following multistep oral directions • following multistep written directions
• using skimming techniques to evaluate written materials	• completing independent assignments • researching information in an organized manner	• preparing graphic aids as a means of presenting information • interpreting political cartoons	• following multistep written directions • interpreting directions for applicability

Begin Preschool Study Skills at Home

1. Locating Information

Recognizing the alphabet

- Read ABC books to the child. A librarian can help you find a variety of ABC books.
- Read storybooks and picture books of all kinds to the child.
- Read stories and poems with rhythm, and clap along with the rhythm. Make a game of the clapping, as with "Patty-Cake."
- Read stories and poems that have rhymes. Emphasize the rhymes. Use stories like *The Cat in the Hat,* by Dr. Seuss.
- Read stories that have repeating language patterns, such as "it was too big" and "it was all gone" in *Goldilocks and the Three Bears.* Encourage the child to repeat those parts with you.
- Read stories that allow the child to participate, such as by guessing what will be in a box or on the next page of a story.
- Point to letters and name them. Later, if the child is interested, point to letters and have the child name them.
- As you read an ABC book, encourage the child to name the letters. ("What letter will come after the A page?")
- Play "find the letter" as you are in the grocery store or on a walk.
- Play "same or different" with colors, shapes, and sizes.
- Encourage the child to recognize the letters in his name (T–o–m).
- When the child is ready, encourage her to attempt to copy her name (Katy).
- When the child recognizes words, play "find the word." ("While we are walking, find the word 'stop.' ")

Recognizing numbers

- Point to things and count them together. ("Let's count the dogs in the picture... 1–2–3.")
- Read counting books like *The Hungry Caterpillar,* by Eric Carle, to the child. A librarian can help you find other counting books.
- Match the numeral to the number counted. ("There are two ducks. Show me the 2.")
- Encourage the child to count using his fingers ("I am two.")
- Count things as you walk or drive. ("Let's count how many cows we see. Let's count the stop signs.")

- Talk about words such as "more," "less," "bigger," and "smaller." ("There are more bugs in the green jar than in the blue jar.")
- Give the child things to touch and count, such as spoons, apples, or rocks.
- Allow the child to help set the table. ("You will need five spoons and five napkins.")
- When helping you with the laundry, have the child count the socks and match the pairs.
- Allow the child to count clothes as you pack for a vacation or a trip to Grandma's. ("We will be gone three days. You will need three T-shirts.")
- Allow the child to keep score in games, starting with tally marks to show whose turn it is or who won the game.

Learning about books

- Read to the child daily.
- Tell stories as you do chores. ("While we do the dishes, I'll tell you about the cat I had when I was three years old.")
- Tell stories using wordless picture books. (Make up what might be happening or might be said.)
- Encourage the child to use a book to "tell" a story to another child.
- Have the child point to objects pictured in the book. ("Show me the wagon.")
- Show the child how to take care of books.
- Introduce the child to the library and get her a library card.
- Take the child to library story hour regularly.
- Give books as gifts.
- Talk about the parts of a book. ("Show me the cover of your new book. I'll show you the chapter heading in *Raggedy Ann.*")

2. Organizing Information

Sorting information into categories or groups

- Talk out loud as you sort things. ("These are Susie's socks. These are your socks.")
- Talk about differences you see or feel in things. ("Let's put the *large* bags here and the *small* bags in the drawer.")
- Use words that describe things as you sort. ("There are three red apples here and two green apples there.")
- As you walk or drive, count and tally things. ("You count red cars and I'll count the white cars. Let's keep a tally of both.")
- Provide objects of various colors, sizes, and shapes for the child to sort. When the child is old enough, give him a pile of buttons or coins to sort by size, color, or shape.

Establishing categories or groups

- Ask for the child to point to the object that is different. Ask how it is different. Look for differences in color, shape, size, or detail.
- Involve the child in sorting her own toys, clothes, or books. Let her help decide how to store them by groups. ("I'll put the small books on the top shelf and the little toys in the box.")
- Provide a variety of objects and ask the child how he would sort them into different groups. Ask him what the groups are. ("Why did you put those toys together?")

Sequencing information

- After reading a story or watching television, ask what happened first, second, last, after, before, and so on. Practice using sequence words.
- Talk about household lists in sequence. ("First I'll wash the dishes; then I'll sweep the floor.")
- Make grocery lists by category (dairycase—milk, cheese; meat counter—hot dogs, chicken; and so on) and talk about how things are grouped.

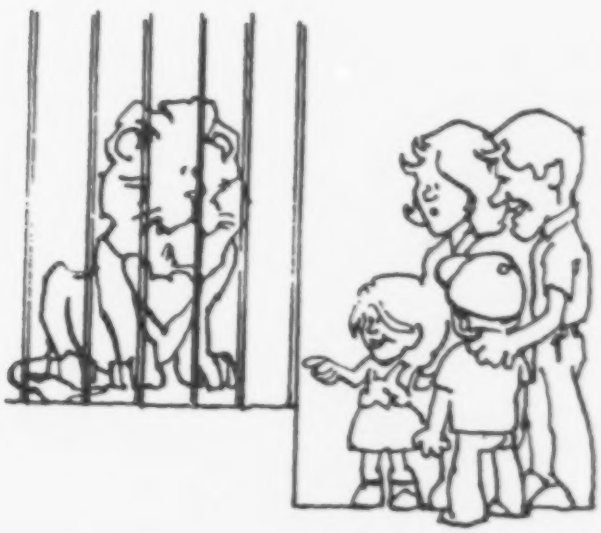
3. Recalling Information

Recalling, or remembering, details

- After reading a picture book, go back to the beginning of the book and, using the pictures, encourage the child to retell the story.
- Ask the child to try to remember and retell what you read the night before.
- At the end of a television cartoon or program, ask the child to remember and retell the events it portrayed.
- Ask the child to recall details from a story that are not pictured.
- Tell a story and ask the child to retell parts of it.
- Ask questions that will cause the child to recall what was read.
  - "Who got a new puppy?"
  - "What three foods did Wilbur have for breakfast?"
  - "When did Grandma make the cookies?"
  - "Where did Mother work?"
  - "Why did Sally ride the bike?"

Then open the book to check the answers.

- Encourage the child to ask questions to test your own recall.
- Ask the child to retell a house rule and to explain the reason for it. ("I'm not allowed to eat snacks before lunch because I would not be hungry at lunch.")
- Encourage the child to retell stories using sock puppets, dolls, or stuffed animals.



4. Adjusting Reading Rate

Recognizing various types of books

- Talk out loud as you use various types of books. ("I will read this recipe book slowly and carefully so I will not make a mistake. I will quickly read the *TV Guide* to see what television program is on at six o'clock.")
- Read some directions slowly, and repeat the directions to show how important it is to read carefully.
- Read stories in a natural, conversational manner. Use expression. Explain that you will read "just like people talk."
- If you are taking a class or trying to learn something new from a book, tell the child how you will need to read slowly and carefully.

5. Formalizing Study Methods

Modeling appropriate behavior for study

- Establish a quiet time and place for reading to the child. Find a place that will be comfortable for the reader and the listener.
- Make reading time a priority. Talk out loud as you demonstrate that reading (study) is a priority. ("Before I can watch television, I want to sit down and relax with a good book.")
- Demonstrate to the child that you can, and do, read anywhere. Take a book for yourself and the child when you go to the laundromat, the dentist's office, or anywhere you might need to wait.
- Limit your television viewing. Allow each person (parent and child) a set amount of television time, or allow each to earn television viewing time. ("After I study for one hour, I will watch a one-hour television program." "After your story time, let's watch a little television.")
- Demonstrate that you study or do paperwork, such as paying the bills, before you watch television, go bowling, or play cards. Talk about this habit. ("Before I can go bowling, I must finish writing this paper.")
- Talk positively about the school experience. ("You will love going to school. You will learn to study all kinds of things, like the weather, books, and numbers.")

6. Using Graphic Aids

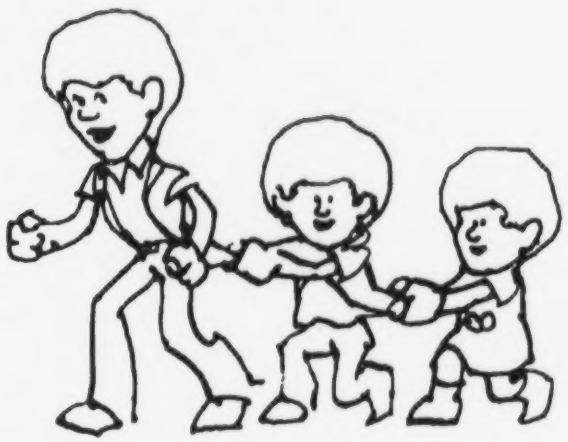
Using pictures as an aid in understanding text

- Look together for happy or sad faces in pictures or in the comics.
- Read the comics together and ask questions about the illustrations. ("Is she angry because the toast is burned? How do you know the toast is burned? How do you know she is angry?")
- While reading a story, stop and check to see if the picture is accurate. ("The book says his wagon was green. What color is the wagon in the picture?")
- Encourage the child to tell stories based on the pictures.
- Tell stories using wordless picture books. Encourage the child to tell parts of the story using pictures as guides.

7. Following Directions

Following one-step and two-step oral directions

- Ask the child to complete simple tasks. ("Please put the book on the table.")
- Ask the child to complete two-step tasks. ("Please give the doll to Grandma and the toy kitten to Dad.")
- Begin helping the child to follow directions with paper-and-pencil (or crayon) tasks. ("Please color the bird blue. Put an X on the picture of Snoopy in the comics. Draw a line from Snoopy to Charlie Brown.")
- Establish simple rules that the child can follow daily. ("Please put your dirty clothes in the blue basket.") These rules will need to be consistently reinforced. ("We will play after we check to make sure that we all put our dirty clothes in the blue basket.")



Our Favorite Activities

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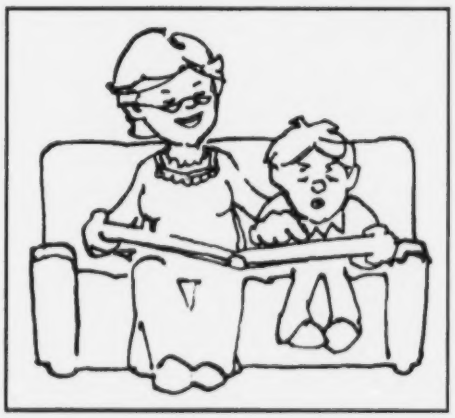

Book 2: Kindergarten–Grade 3

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- Using graphic aids
- Following directions

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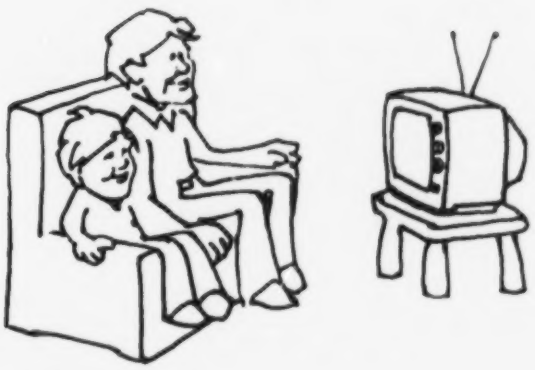
Parents and families of children in kindergarten through grade 3 can do many activities that reinforce the study skills instruction provided in school. Parents and families need to establish a daily "study time" to read to and talk with children and encourage children to read and write.



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Reinforce K-3 Study Skills at Home

1. Locating Information

Alphabetizing

- Read ABC books of all kinds to the child.
- Show the child small letters (lowercase) and large letters (uppercase), and ask if they are different (a–A).
- Talk about "same" and "different" with letters (a–a, a–d, b–b, b–d, and so on.)
- Encourage the child to look for similar words. (If she knows "cat," have her look for "hat.")
- Encourage the child to find pictures of things that begin with a sound that he knows. ("Let's look for something that begins like bat.")
- After the child recognizes the letters of the alphabet, encourage the child to put the letters in alphabetical order. Start with just a few letters of the alphabet.
- Allow the child plenty of opportunity to practice alphabetizing. Repetition is important for mastery.
- Show the child how to alphabetize words using the first letter (art, bat, car). Foster repetition through games. ("Find a word on this page that comes after the word 'bat.' ")
- Encourage the child to alphabetize her spelling words. Begin by placing words in two groups:

  A to M N to Z

  When that becomes easy, use three groups:

  A to I J to R S to Z

  When that task is easy, use four groups, and so on. Keep adding groups until there is one group per letter of the alphabet.
- Play alphabetizing games. Use friends' names, shopping lists, new vocabulary words, or whatever seems natural.
- When it is easy for the child to alphabetize using the first letter of the words, practice looking at the first and second letters (bat, bet, bit, boot, but, and so on.)

Locating words and meanings in the dictionary

- Read a variety of ABC books to the child.
- Encourage the child to make a cut-and-paste ABC book using pictures from magazines, newspapers, and junk mail.
- Libraries have a variety of picture dictionaries. Look at picture dictionaries with the child.

- Use junk mail envelopes as file folders. Label these envelopes with the letters of the alphabet. The child can file pictures and/or words according to the correct letter of the alphabet. When enough pictures are saved, the child can make a picture dictionary.
- When the child is comfortable using a picture dictionary, introduce him to a junior dictionary. The library has junior dictionaries to use.

Using table of contents

- Many elementary schoolbooks have a table of contents. Libraries also have books that have a table of contents. Find a book that has a simple table of contents to share with the child.

  Look up something together that is of interest to the child.

  Page

  Cats 7

  Dogs 9

- When you visit the library, go to the nonfiction section and have the child select a book with a table of contents to practice looking up topics of interest.
- Practice with the child using the table of contents for a fiction book and for a school textbook. ("Where is Chapter 5? On what page would we find Early Ohio Inventors?")
- Make a game of finding information using the table of contents. For example, if the table of contents lists the following, you might ask, "Where would I begin to look for beagles?"

  Page

  Pets 27

  Birds 29

  Cats 33

  Dogs 37

- Show the child how to use the table of contents in newspapers and magazines. ("Where would we look for the comics? Where would we find the story on bats?")
- Encourage the child to make a simple picture book with a table of contents.

Exposure to reference materials

- Use reference materials at home or at the library. (Reference materials are printed that are easy to use.) Children like books of interesting facts. Books of world records or sports facts, for example, may be a good place to begin. ("Let's read to find out who struck out the most consecutive batters in the 1980's.")
- Encourage the child to gather family-and-friend facts for a personal reference book. ("Who can jump the farthest?")
- Using a simple encyclopedia, read something of interest to the child. Select a short entry. Discuss the information. Have the child tell you as much as she remembers about what you have read. Ask questions to fill in any gaps in her summary. ("When did this happen? Where was he living?")
- After the child can hear and summarize simple encyclopedia references, help him to summarize in writing. Key words may help him to summarize.

  Who is the paragraph about?

  When did she live? Is she still alive?

  Where did she live?

  What did she invent? (discover, do, etc.)

  Why is she important enough to be in the encyclopedia?

  Using key words in his own sentences will help him summarize without copying information.

Proper care for books

- Model how to care for books. Talk with the child about the things that might hurt books. Make a list of things not to do.

  I will not get books wet.

  I will not turn down page corners.

  I will not write or color in library books.

  I will not drop books.

  I will not let my dog (baby brother, etc.) have school books to play with.

  Make a list of things to do with books.

  I will keep books safe.

  I will put books on my bookshelf (or in book box or desk).

  I will return library books.

  I will return borrowed books.

  I will use a bookmark.

- Make or buy a book bag for the child to carry books to and from school. The child could help to make his own book bag using two old cloth placemats sewn together on three sides.

Appropriate library behavior

- Library behavior must be learned. Start with simple rules related to quiet. ("Let's use our soft 'library' voices.")
- When you visit the library, ask if there are any rules for library use. If there are specific rules, discuss them with the child.
- Apply for a library card for yourself and for the child. This will reinforce the importance of visits to the library.
- Talk to the child about the rules before each visit. See if she remembers the rules (quiet, no running, no eating.)
- Reinforce the return policy. Mark the due dates on the family calendar. Keep library books in a specific place, so that they will be found easily when you are ready to return the books to the library.

General understanding of book arrangement

- When talking about books, use terms such as "title page," "cover," "table of contents," "chapter headings," and "index."
- Discuss page numbers. Ask the child to find some information on a particular page.
- Play "treasure hunt." See how quickly the child can find a particular section or page in a book.
- Discuss with the child what the words on the book cover and the title page mean. For example, read aloud the book title and the author's name. Have the child discover the title and the author's name on other books.
- Show the child that fiction books in the library are grouped by the author's last name. When the child likes a particular book, use the last name to discover if the library has other books by that author. ("Let's look on this shelf to see if there are other books by Eric Carle.")
- Help the child select books that have similar titles. For example, he could select books with the word "bear" in the title. (The card catalog will be helpful when the child is ready to use it.)
- Use a book with a simple table of contents and/or index to find information of interest to the child. ("Let's look in the index. Does this book have any information about boats?")

2. Organizing Information

Sorting information into categories

- Find out what the child is studying in school. Help her sort the words she is learning into categories, or groups. For example, if she is learning about farm animals, provide two category headings and help her sort animal pictures or words into the correct group.

Fur	Feathers
cow	duck
horse	chicken
goat	goose

- Think up three or more categories for the child to use to sort toys. Allow him to put the toys away according to these categories.

Dolls	Stuffed Animals	Toys With Wheels

- Have the child sort objects and then resort them according to different categories. ("Now that you have sorted the buttons by color, sort them by size.") Egg cartons are useful for sorting small items, such as buttons.

Establishing categories

- After the child has had experience sorting words and objects, have her make up her own category headings. ("The buttons have been sorted by color. How else could you sort them?")
- Encourage the child to use bookcase shelves or storage boxes to put toys and books away everyday. Have the child select how to sort the objects. For example, he may wish to keep large books on the bottom shelf, small books on the top shelf, and toys in the large toy box.
- While doing the dishes, talk about items as they are being dried. Let the child decide how to put them away in the proper group. ("Here is a large wooden spoon. Does it belong with the coffee spoons, or do we need a new group?")

Sequencing information

- Talk about the tasks that need to be done. Make a list of these tasks. Discuss with the child in what order the tasks should be completed. ("What should come first, doing the wash or doing the ironing?")
- When you need to run errands, allow the child to help put the "stops" in order. Encourage him to draw a map to help plan the trip. Talk about the things that may determine the order.

house	post office	grocery
gas station	library	drugstore

  - You are at your house.
  - It is 11:00 a.m.
  - The car is almost out of gas.
  - The mail is picked up at 11:30 a.m.
  - The library closes at noon.
  - The drugstore opens at noon.
  - We need bread and peanut butter for lunch.

  ("Where should we go first? Why?")
- Read recipes aloud. Ask the child to identify the words that show the order in which things should be done.

  First turn on the oven to 350°. Now pour the cookie mix and milk into a large bowl. Next, add the dates and nuts. After the mixture becomes smooth, then add the raisins.
- Cut apart comic strips and encourage the child to put the pictures back in the right order.

Determining essential and nonessential information in stories

- Read to the child daily. Read a variety of magazines, books, poems, and comics. Make reading-time part of the daily schedule. As you read to and with the child, ask simple questions. ("Would the story be the same if the three bears had been at home when Goldilocks arrived?")
- When using the *TV Guide* or television section of the newspaper, make a game of locating the information you need. ("Do we need to look at Monday's schedule? Do we need to look at the morning part of the schedule?")

- Ask questions before, during, and after you read a story or watch a television program.

  Before— "This is a story about a boy and his dog. What do you think will happen first?"

  During— "Before we begin reading Chapter 3, do you think it is important that it looks like a snowstorm is coming? Could that make a difference in the story?"

  After— "Was it important that the car was old?"

- As you work in the kitchen, ask the child what is <u>needed</u> (essential) to make a certain recipe. Ask what would be <u>nice to add</u> if we had some.

<u>Need</u>	<u>Not needed, but nice</u>
cookie mix	raisins
eggs	nuts
milk	apple bits

- Tell a story with extra happenings or details (e.g., items Little Red Riding Hood might have carried in her basket). Then ask the child to tell which details were not needed to understand the story.

- Read two versions of the same story. Let the child see what one author added that might <u>not</u> be necessary. For example, there are many versions of *Cinderella* and *Snow White.* Walt Disney added many things to these stories that are wonderful additions, but are not necessary to the story.

- Encourage the child to write mathematics story problems. Show her how to use the important words and numbers.

  Tina has three kittens. Her sister has two kittens. How many kittens are there <u>together</u>?

  Tina has three kittens. Her brother has two kittens. How many <u>more</u> kittens does Tina have than her brother?

  Discuss the key words. ("What word means to add? What word means to subtract?")

- Share a mathematics story problem as you wash dishes.

  Dad washed five green plates. Sally washed three green plates and two yellow plates. How many green plates were washed?

  Before solving the problem, ask what number was <u>not</u> needed to solve the problem.

- Read a short article in the newspaper. Ask the child a related question. Before he answers, ask him to tell or show what information from the story is <u>not</u> necessary to answer that question.

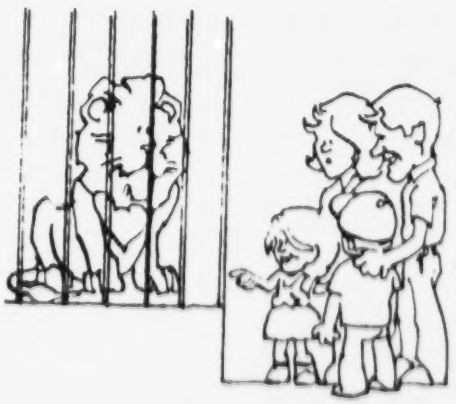
3. Recalling Information

Recognizing that different types of questions require different sources of information

- Place different types of books, newspapers, and magazines on a tabletop. Ask questions and have the child pick up the appropriate source(s) for the needed information. ("Where would we find the score for last night's Pirates-Reds game? Where would we find a picture of Templeton, the rat? Where would we find a table of contents? Where would we find a coupon for the grocery store?") Many questions will have several answers, or sources, to use.
- Use the table of contents together to locate a topic of interest in a book. Later, ask the child a question related to the topic. She may recall information from her past that allows her to correctly answer. If so, ask her to use the book to confirm the answer. If not, ask her to independently seek the answer in that (or another) book.
- Together, use an index to locate some specific information of interest. Allow the child time to search the book for the information. It may take several books to locate the specific information desired. Emphasize that one cannot be sure that a book contains the necessary information by looking only at the table of contents or the index.
- Look for two different written information sources that have conflicting information. Talk about why or how this might have happened. ("Why do you think that my old science book says there are eight planets and your science book shows nine planets?")

Using questions to help generate interest

- After reading a story, ask the child to close the book (or turn over the paper) and recall, or remember, details. After he gives an answer, have him open the book and confirm the answer's correctness.
- Ask the child to retell a story in her own words, making sure she doesn't leave out necessary pieces. If she needs help, ask her questions that will help her recall the missing details.
- Encourage the child to retell a story or an event in the correct sequence. ("Can you tell me how to do the laundry?") Ask questions to help him remember, if necessary.
- Ask the child a question, or make a statement, that will direct his attention to specific information before he reads a story. ("I want you to read to find out how the bat catches its dinner. When you are finished reading, I want you to tell me about it.") This will "set the stage" for his memory to work.



- Put key question-words (who, what, when, where, why, and how) in a jar (or bag, box, or hat). Before or after reading, have the child pull out a question-word to answer. Encourage her to put the word into a sentence and to answer using a sentence. ("How did Paula reach the book? — Paula stood on a chair to reach the book.")
- Encourage the child to ask complete questions before she reads on in a story, and to suggest possible answers. This will help her to predict what might happen. ("What will Sally see when she opens the present? — I think she will get a puppet or a book.") Ask her why she suggested these presents.
- While you are reading or watching television, have the child ask you questions about something that might happen next. ("Where do you think Tim will hide?")

4. Adjusting Reading Rate

Exhibiting familiarity with various types of books

- Take a trip to the library and look at the various types of books available. Become familiar with the two basic types of books and where they are kept in the library. ("Let's find the storybooks. These are sometimes called fiction books. Now, let's find the fact, or nonfiction, books. Can you locate the encyclopedias in this section?")
- Put various types of books on a table. Ask the child to tell which part of the library they come from. Keep the task simple. Ask questions if he is having trouble. ("Does it look like it tells a story?")
- Put simple questions on cards and encourage the child to select a book from a group of books that might have the answer. The child may look in the books before choosing.
- Have the child make two groups of reading material: items that are simple and easy to read, and those that are harder and take longer to read.

Simple and easy	Harder and take longer
comic book	encyclopedia
picture book	mathematics book
	recipe book

- Use a library card catalog to locate different kinds of books on a certain topic, such as "bears." Show the child how many different kinds of books can be found on one topic. Find some of the fiction and some of the nonfiction books. Decide which books he could read, use for a report, and enjoy.

Establishing purposes for reading

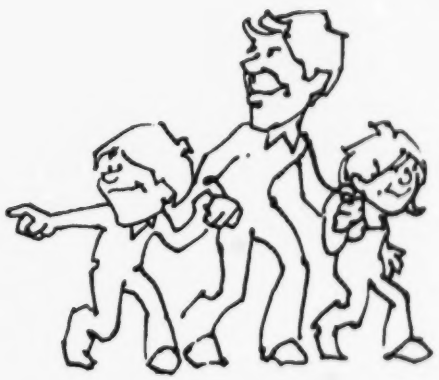
- Together, discuss and list reasons for reading. Reasons might be to
  - Locate information
  - Find a town on a map
  - Enjoy
  - Get help
  - Find an exit
  - Build or make something
  - See what is on television at a certain time

  Put a selection of reading materials on a table. Have the child match the reason to the reading material (e.g., to get help — telephone book).
- Ask the purpose for reading a book for a homework assignment. ("What questions will you need to answer to complete this assignment?") Encourage the child to stop and write down the answers (at least the key words) when she finds them in the book.
- When appropriate, have the child read to locate a set number of items. ("Read to locate the names of the nine planets. Make a list of the nine planets as you read.") This will give him a purpose and will help him recall how many planets there are.
- Have the child leaf quickly through a book and guess what will be important in the assigned reading before she actually reads. (The dark-print titles and subtitles used in some textbooks will help her see the important points to use and to recall.)

  EARLY OHIO SETTLERS

  English Fur Traders

  If necessary, ask some questions to start her thinking. ("Where might these fur traders have lived in Ohio? Do you think Ohio had traders from countries besides England?")



5. Formalizing Study Methods

Recognizing ways to improve the study environment

- Select a quiet, private place for the child to study. Make sure there is enough light and a comfortable chair at a desk or table. Select a place away from a radio or television that might distract the child. Select a place that will not have family "traffic."
- Some children need supervision until they become independent learners. Encourage these children to study while you fold laundry or read nearby.
- Together, make a list of what is needed for a "study spot." The list may include items such as pencils, paper, an eraser, scissors, a ruler, and crayons. Put the necessary items into a study box for the child.
- Set a daily time for quiet study or reading, whether or not the child has homework. This establishes the importance of reading. In addition to a "study spot," the child may have a favorite chair or place for reading. Encourage him to use this place for his daily reading.
- Find out the class schedule for the child's school work. For example, if a spelling pretest is given each Wednesday, establish a routine that includes spelling practice on Monday and Tuesday.

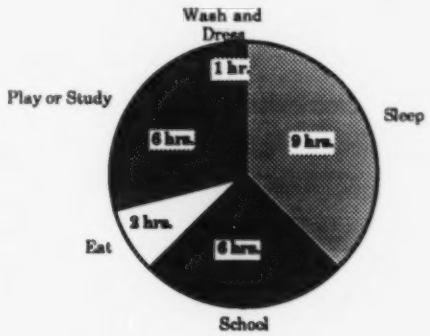
6. Using Graphic Aids

Using pictures as an aid in understanding text

- Share wordless picture books with the child. Using the pictures, tell a story to the child. Encourage the child to use the book to tell you a story.
- Look together at cartoons or comics without words. Invent what might be the conversation.
- With the child, look at pictures. Encourage her to tell what she thinks is going on. Help her elaborate on the story.
- Using a picture as a story-starter, take turns telling what went on before, during, and after that picture was taken.
- Have the child cut out pictures from newspapers or magazines that show people with various characteristics, such as "happy," "sad," "old," or "young."

Reading picture graphs, circle graphs, and pie graphs

- With your help, have the child construct a simple pie graph to show how his day is spent.



- Look in the child's mathematics textbook for simple graphs. Talk together about the graphs. Encourage the child to explain the graphs to you.
- Have the child draw simple picture graphs.

Tim has 3 rabbits.

Sally has 2 rabbits.

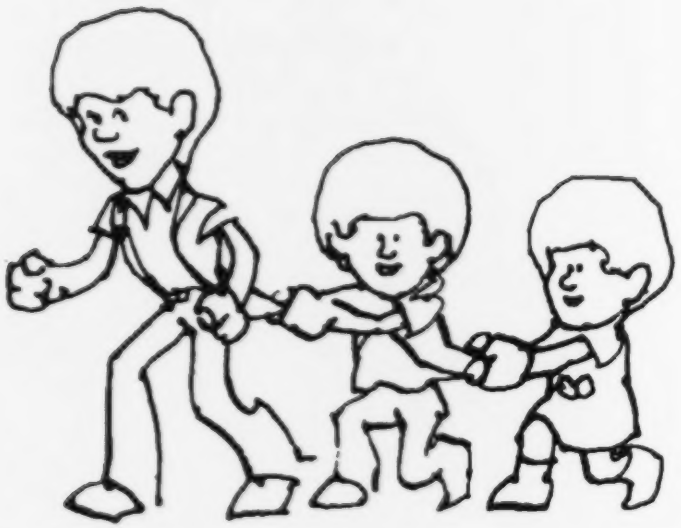
Cam has 3 rabbits.

Tim Sally Cam

7. Following Directions

Following one-step and two-step oral directions

- Play games that will require the child to listen carefully and to follow oral directions. Games like "Simon Says" will foster oral and visual skills in following directions.
- Give simple oral directions that will involve one step. ("Put the pan in the sink.")
- Increase the steps needed to complete the task. Give two-step oral directions to complete activities that follow closely in time. ("First add the melted butter. Then add the milk.")
- Increase the time needed to follow the two-step directions. ("First dust the furniture in the living room. When you are done, please feed the dog.")
- Make a game of following directions. ("Give the doll to the tallest person in the room. Place the doll's hat on the person with blue eyes.")



Following one-step and two-step written directions

- Make "chore" cards and place them in a jar. Let the child select a chore to do. (Take out the garbage.) Add "double-chore" cards. (Clear the table after dinner and wash the dishes.) Make "buddy-chore" cards. (Select a buddy to help you fold the clothes.) Add bonus cards. (This is your night off.)
- Help the child write down on separate sheets of paper the chores she needs to do each week in her own room. Place these in a jar. Allow her to select a chore a day to do. Some chores will be one-step and some will be two-step.
- Ask the child to describe how to do something he has done before. Have him write down the directions, step by step. When he is done, have him read the directions while you follow them exactly. He may soon notice that he has not remembered to write down everything that needs to be done. Also, the steps may not be in the correct order.

  Good ideas for this activity are

  – making a peanut butter sandwich
  – making a bed
  – rolling and cutting out cookies

Our Favorite Books

Our Favorite Activities

The North Central Regional Educational Laboratory (NCREL) is a nonprofit corporation that utilizes the results of educational research and development to improve education. Founded in October 1984, NCREL was created by a coalition of Chief State School Officers and deans from nineteen institutions of higher education in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL's primary source of funding is through a five-year contract with the United States Department of Education's Office of Educational Research and Improvement (OERI).

The initial printing of *Study Skills Begin at Home* was paid for by NCREL.

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